DOCUMENT RESUME

ED 051 099 SP 004 916

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TITLE The Stanford Secondary Teacher Education Program 1959-1969: A Preliminary Analysis of Graduate Career Patterns.
PUB DATE 71
NOTE 26p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Graduate Surveys, School Demography, Teacher Background, Teacher Characteristics, *Teacher Persistence, Teacher Qualifications

ABSTRACT

This paper reports the results of a longitudinal study of graduates of the Secondary Teacher Education Program (STEP) 1959-1969. The sample included 94.6 percent (N=901) of all graduates during the 10-year period. The information collected was analyzed to answer the following questions: 1) How many graduates are in secondary teaching, other education-related positions, and non-educational occupations? 2) Are there differences among the three above-mentioned career groups in their evaluation of the STEP experience, in their performance on pre-admission measures, and in their personal characteristics profiles? 3) What are the teaching situations of secondary school teachers who graduated from STEP? 4) What are the reasons given by those who left teaching, and can critical attrition years be identified in terms of those reasons? Results are discussed in reference to teacher selection, training, and placement. (Author/LP)

ED051099

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# The Stanford Secondary Teacher Education Program 1959-1969:

## a Preliminary Analysis of Graduate Career Patterns

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Paper delivered at the Annual Convention of the
American Educational Research Association in
New York City, February 7, 1971.

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SP004916

## Introduction

Since 1959, Stanford University's School of Education has trained pre-service teachers (interns) in its Secondary Teacher Education Program (STEP). The one-year program awards its graduates a Master of Arts degree in education and fulfills the requirements for the Standard Secondary California Teaching Credential. One of the primary goals of the program has been to recruit, train and graduate highly qualified individuals dedicated to pursuing a professional career in education in general, and secondary teaching in particular.

By 1970, detailed information on STEP interns had been collected, organized, and stored in Stanford's campus computer. The Intern Data Bank contains the following information (a) 29 variables covering demographic and pre-admission information (e.g., sex, age, marital status, undergraduate college, undergraduate grade point average, Graduate Record Examination scores); (b) 34 variables dealing with the STEP training program (e.g., graduate grade point average, internship school and internship grade); (c) 43 variables dealing with post-training information (career patterns). The career patterns data are organized into the following categories: (a) current demographic data, (b) graduate study beyond STEP, (c) occupational history, and (d) interns' evaluation of STEP.

Data particular to graduates of STEP are of importance. Research conducted by the National Education Association (1969, 1970) indicates a surplus of teachers in many curriculum areas. Because the supply of teachers now exceeds the demand, teacher training institutions must incorporate in their selection and placement procedures criteria which identify students who are highly qualified academically and have a high probability of remaining in the profession as teachers. STEP's selection and placement criteria probably approximate criteria to be used by other teacher education institutions as continued teacher surpluses dictate that these institutions change their criteria. Data reported in this paper, then, have potential application to critical changes in selection and placement criteria of many teacher education institutions in the near future.

Recent studies of career patterns of teachers (Whitener,1965; Charters, 1970) examined organization and personal attribute factors within a limited

period of time, beginning with initial date of employment in a school district. In these studies, organizational characteristics refer to the school district where the teacher is employed. Personal attributes refer to sex, age, and such post-training factors as number of years of teaching experience and teaching level (elementary, secondary) upon entering the current school district. Previous studies, then, have been concerned with whether survival is "...affected more strongly by personal attributes of the employed teachers, by characteristics of the employing districts, or by some combination of the two" (Charters, 1970, p. 1).

A review of these studies indicates that personal attributes of the teacher are related to survival more closely than institutional characteristics of school districts. For example, Charters (1970, p. 2) investigated whether "... survival is governed by career processes of the populations employed by school districts as opposed to forces residing within the districts themselves." He concluded that factors operative in teacher survival vary according to the sex of the teacher. For male teachers, organizational factors were operative (school district size). For female teachers, personal attributes were operative.

This paper reports preliminary descriptive analyses of personal attribute and organizational characteristics related to the survival of STEP interns[1] in teaching. In contrast to studies by Whitener and Charters, the time context of the intern's career is expanded to include pre-admission and training variables as well as post-training variables. A second important distinction is that the present sample is drawn from a different population. Survival data are analyzed for a group of homogeneous interns rather than for a group of teachers who are heterogeneous in experience. Therefore the results have potential relevance not only for the hiring practices of school districts but also for the selection procedures for teacher candidates by training institutions.

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[1]For the purposes of simplicity and clarity, subjects included in this sample will always be referred to as "interns" regardless of the stage in their professional career under discussion, e.g., persons having post-training teaching positions in secondary schools will be referred to as "interns in secondary teaching;" persons having post-training positions in non-education careers will be referred to as "interns in non-education careers."

This research is focused on answering the following questions: (a) What percentage of interns occupy the following occupational categories--secondary school teaching, other education-related occupations (e.g., vice-principal, elementary school teacher), and non-education occupations? (b) Do interns in the three occupational categories differ in their evaluation of STEP? (c) Are differences among interns on pre-admission variables associated with their present occupational category? and (d) What are the critical attrition years for those who have left education and what are their reasons for leaving?

## Method

Subjects. From a population of 952 interns spanning the period of Spring 1960 through Spring 1969, 910 interns (94.6 percent) were contacted or accounted for in this study. Among those contacted, 850 provided sufficiently complete data to be included in the sample. The sample includes 597 women and 253 men; a female to male ratio of 2.4 to 1. The interns' mean undergraduate grade point average is slightly over 3.00 on a 4.00 scale. Their mean Graduate Record Examination Verbal and Quantitative scores are 605 and 554, respectively. The mean age of the interns in the 1960 class is 30.8. Mean age has decreased with each succeeding class to a mean of 23.5 for the interns in the 1969 class.

All STEP interns hold a Baccalaureate degree in an academic subject and have little, if any, formal exposure to teacher training prior to entering STEP. Their teaching majors include the following eleven curriculum areas: art, English, mathematics, foreign languages, music, physical education, biological and physical science, social science, and speech/drama.

Data Collection. Pre-admission and training data are collected each year by STEP. In a study conducted by the Stanford Center for Research and Development in Teaching, career pattern data were gathered by structured telephone interview (approximately 90% of the contacts) or mail questionnaire (approximately 10%). The questionnaire items were grouped into four major areas: (a) education beyond STEP, (b) occupational history, (c) demographic data, and (d) evaluation of STEP. The career pattern data were collected between January and April, 1970.

## Results and Discussion

This section is divided into four parts, each part corresponding to one of four questions this research seeks to answer. In general, N-way tables containing frequencies and percentages are presented. In some cases, the analysis of variance is used to test certain hypotheses.

Question 1: What percentage of interns occupy the following occupational categories--secondary teaching, other education-related, and non-education occupations?

Forty-one percent of all STEP graduates are still in the secondary school classroom and another 25 percent are in other types of education related occupations. Combining these two categories into a "Field of Education" category, 66 percent of all STEP graduates are still in education. (see Table 1).

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INSERT TABLE 1 ABOUT HERE

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More men than women interns have remained in the secondary school classroom (49% and 38%, respectively) and in the "field of education" (76% and 62%, respectively). When the interns are grouped by early STEP classes (1960-1966) and late STEP classes (1967-1969), differences in survival between the sexes are evident for the early group (men = 39% and 72%; women = 21% and 48% for secondary teaching and "field of education" categories, respectively), but not for the late group. The most frequent reasons for female interns leaving teaching were marriage and pregnancy. This finding may account for the sex difference in survival in the early group. A detailed discussion of reasons for leaving teaching is included under Question 4.

The frequency data for occupational category also were investigated according to the interns' curriculum specialization areas. The highest survival rates were obtained by the physical education majors (71%) and science majors (50%). The lowest rates were found for speech/drama majors (29%) and art majors (32%). All other curriculum areas (English, mathematics, music, foreign language, and social studies) varied only one or two percentage points from the 41 percent obtained for the entire sample. Finally, English and mathematics show the highest incidences of non-education occupations (40% and 38%, respectively).

Question 2: Do interns in the three occupational categories differ in their evaluation of STEP?

A series of ten items were included in the career pattern questionnaire which elicited intern ratings of various aspects of STEP (ratings were obtained on a five point scale indicating the degree of usefulness of program components; see Appendix I).

For any particular component of STEP, there are no differences in interns' ratings by occupational category. In general, the interns rated the various components of STEP as "useful." These findings also were obtained when the data were analyzed by curriculum area and class year.

When individual items in the questionnaire were studied, intern ratings of "Required Course Work in Education" (RCED) and "Curriculum Professor" (CP) were consistently lower than all other ratings for all occupation groups (see Table 2). Apparently the interns were less satisfied with the professional course-work than with other parts of the program. Ratings on the RCED and CP items show a great deal of variability across curriculum areas. For art, mathematics and physical education, both items are rated high (mean ratings above 3.0) while for English and social studies, the ratings are low (mean ratings below 2.5). This variability in ratings of professional course-work is due to a variety of factors such as difference among students and faculty in each curriculum area.

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INSERT TABLE 2 ABOUT HERE

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Question 3: Are differences among interns on pre-admission variables associated with their present occupational category?

The pre-admission variables include undergraduate grade point average (UGPA), and Graduate Record Examination Verbal and Quantitative test scores (GREV and GREQ, respectively). Each pre-admission variable was analyzed in a 2 x 3, Sex by Occupational category, design.

For the UGPA variable, the Sex main effect was significant ($\bar{X}_f = 3.11$, $\bar{X}_m = 2.89$; $F = 18.16$ with 1, 605 df, $\alpha = .05$.) The Occupational Category

main effect and the Sex x Occupational Category interaction were not significant (see Table 3).

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INSERT TABLE 3 ABOUT HERE

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For the GREV data, no reliable differences were obtained for the Sex and Occupational Category main effects nor was the interaction significant Mean GREV tends to increase from secondary teaching to non-educatio occupational categories and females tend to score higher than males (Table 4).

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INSERT TABLE 4 ABOUT HERE

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For the GREQ data, a significant Sex main effect was found with males scoring higher than females ($\bar{X}_m$ = 597.5, $\bar{X}_f$ = 538.0; F = 31.56 with 1, 605 df, $\alpha$ = .05). Means are presented in Table 5. For males, those remaining in the "field of education" tend to score lower on GREQ than those in non-education occupations.

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INSERT TABLE 5 ABOUT HERE

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In summary, there were no significant differences among interns in different occupational categories as measured by pre-admission variables. Several factors may have influenced this finding. First, STEP interns score higher on the GRE than the GRE norm group. Since the interns' scores are clustered at the upper end of the scale, variability among interns is decreased. This reduces the potential for variability among occupational groups that might occur with more heterogeneous preservice teachers. The same argument may be set forth for the UGPA data.

Second, GRE information was available only for the 1965-1969 classes; it was not an admission requirement before Fall, 1964. Since fewer of these interns have left the "field of education" than would be expected of interns in the early classes (1960-1964), fewer data points are available to estimate data

for the non-education occupation category.

Third, preliminary analyses indicate that interns vary considerably on the pre-admission variables when they are divided into their curriculum areas. Since the curriculum variable suggests differences on both survival characteristics (occupational category) and pre-admission variables, further analyses of pre-admission data will incorporate the curriculum variable.

Question 4: What are the critical attrition years for those who have left education careers and what are their reasons for leaving?

Twelve percent of all STEP graduates do not enter a career in education directly after training (see Table 6). This figure is the same for men and women. Seventy-five percent of the interns enter the secondary school classroom (11 percent higher than the national figure reported by NEA in 1969) and 13 percent enter education-related occupations immediately after training.

INSERT TABLE 6 ABOUT HERE

In Table 6, the highest attrition rate for men occurs immediately following training (12.1%); attrition rates for one through five years after training range from 2.1 percent to 6.7 percent. For women, the attrition rate remains fairly stable, between 12 and 13 percent for the first two years after training. Then, attrition rates for women decrease to between 5 and 8 percent, but remain consistently higher than attrition rates for men on a year by year basis.

INSERT FIGURE 1 ABOUT HERE

For men, the largest attrition rate occurs immediately after training. For women, the attrition remains at approximately 12 percent for the first two years after training which is consistent with the frequent observation that many women teach for one or two years before leaving education. Attrition rates will receive further analysis to determine whether these findings hold for each class considered

individually. The estimated percentages[2] of male and female interns surviving in education by years out of training have been plotted in Figure 1.

Reasons for Leaving Teaching (see Table 7).[3] Men left teaching from 0 to 2 years after training for the following reasons: (a) to further their education in an academic area, (b) to serve in the military, and (c) to earn a higher salary. No consistent pattern of reasons emerged for men who left teaching after three of more years.

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INSERT TABLE 7 ABOUT HERE

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Women left teaching immediately after training for the following reasons: (a) to further their education in an academic area, and/or (b) from a dislike for teaching. If the women taught for one or more years, their most frequent reasons for leaving teaching were: (a) they were pregnant, or (b) their husbands were transferred out of the school district.

Additional Questions: Personal attributes and organizational characteristics.

Our analyses provide preliminary information on two additional questions which evolve from the findings of Charters (1970) and Whitener (1965). The questions are: (a) "How does the 'personal attributes profile' of interns still in teaching differ from the profile of those in education-related and non-education ?" and (b) "What is the nature of the 'organizational characteristics profile' of interns still in teaching?"

Personal Attributes of Interns. Survival rate data presented in Table 8 suggest that the older the intern, the greater the probability that he or she will remain in teaching. In addition, male interns have a greater probability of remaining in the "field of education" (.77) and in teaching (.50) than female interns (.62 and .38, respectively; see Table 9). Both the age and sex findings are consistent with Whitener's and Charters' findings for school district survival of teachers.

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[2]These percentages are estimates, for example, the data for the 1968 class apply to a maximum of one year after training. Therefore, we are estimating the survival of the entire sample for six years after training on data from the classes of 1960-1964.

[3]A complete listing of categories of reasons for leaving teaching is presented in Appendix II.

INSERT TABLES 8 AND 9 ABOUT HERE

Finally, data in Table 10 indicate that interns who marry while in the training program have the least likelihood of entering secondary school teaching. This variable appears to be closely related to age and sex.

INSERT TABLE 10 ABOUT HERE

Organization Characteristics. Comprehensive descriptive information on the characteristics of the school districts and schools where STEP graduates are employed is available in Data Bank. From this information, initial findings indicate that only 8 percent of the STEP graduates in secondary school teaching work in private schools. One reason may be that public schools pay higher salaries (Table 11). Eighty-five percent of the secondary school teachers work in suburban schools. Also, interns in public, urban schools have higher salaries than interns in public suburban and rural schools. The average class size was found to vary from 28.4 for urban schools to 23.3 for rural schools.

INSERT TABLE 11 ABOUT HERE

## Summary

This paper reports preliminary findings of a study to identify factors related to intern survival in secondary teaching. Specifically, the findings are:

1. In comparison to national survival rates for teacher trainees, the survival rate for STEP graduates is higher. Among STEP graduates, more men than women remain in teaching and in the "field of education," particularly for the period beyond three years out of teaching. Survival rates of STEP interns vary according to their area of curriculum specialization.

2. No differences in interns' ratings of the various components of the STEP program were found when the data were analyzed by occupational category. The interns' teaching internship received the highest rating consistently; their professional course-work received the lowest rating consistently. Interns' ratings

of the professional course-work component varied considerably by the area of curriculum specialization.

3. When interns in different occupational categories were compared on pre-admission variables, no significant differences between categories were found. However, further analysis of these data within curriculum area of specialization and class year is warranted.

4. Twelve percent of all STEP graduates never enter the "field of education." If men enter the "field of education" immediately after training, there is a high probability that they will remain in education whereas if women stay in the "field of education" for more than two years, there is a high probability they will continue in that field. For men, the most frequent reasons for leaving education are: (a) for further graduate education, (b) military service, (c) inadequate salary. For women, the most frequent reasons for leaving education directly after training are: (a) to seek further graduate education or (b) from a dislike of teaching. However, if women teach for a year or more, they leave education primarily due to pregnancy or due to a geographical move by their husbands.

5. Older interns have a higher probability of remaining in teaching. Also, men have a higher probability of remaining in teaching than women. These findings are consistent with those of Charters and Whitener.

6. Eighty-five percent of the interns currently teaching are employed in suburban, public schools; they earn higher salaries and teach larger classes than the interns employed in private schools.

## Future Analyses

The analyses presented in this paper are intended to provide a descriptive, molar view of the data. The strategy for future analyses is to introduce additional variables and to test specific hypotheses. Initially, the following questions raised by the current findings will be investigated:

1. Are there differences on pre-admission variables by area of curriculum specialization and by class (within and across occupational categories)?

2. Are these differences in income level by occupational category (controlling for number of years out of training)? Because "inadequate salary" was reported with comparatively low frequency as a reason for leaving education, there is reason to doubt that differences occur by occupational category. However, the proposed analysis is the most direct approach for resolving this question.

3. Are there differences in the school districts' organizational characteristics of interns who have taught but left teaching and those who have remained in teaching?

4. By combining the information gathered in the present study with information to be gained from the future studies, preservice, training and placement variables that differentiate interns by occupational category will be identified. Combinations of these variables then will be used in an attempt to predict an intern's occupational status.

5. Second stage studies will be initiated in which interns, now teaching in the field, will be observed in a microteaching situation to determine whether certain STEP training variables survive in the real world of teaching.

## References

Charters, W. W., Jr. Some factors affecting teacher survival in school districts. American Educational Research Journal, 1970, 7, 1-27.

Whitener, J. E. An actuarial approach to teacher turnover. Unpublished doctoral dissertation, St. Louis, Missouri, Washington University, 1965.

TABLE 1

Frequency and Percentage* of STEP Graduates in
Each Occupational Category by Time Period and Sex

| Time Period | Sex | N | Occupational Category | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Secondary Teaching | | Education-Related | | Non-Education | |
| | | | N | % | N | % | N | % |
| 1960-1966 | Male | 142 | 56 | 39 | 47 | 33 | 39 | 28 |
| | Female | 305 | 65 | 21 | 83 | 27 | 157 | 52 |
| | Combined | 447 | 121 | 27 | 130 | 29 | 196 | 44 |
| 1967-1969 | Male | 111 | 68 | 61 | 21 | 19 | 22 | 20 |
| | Female | 292 | 163 | 56 | 58 | 20 | 71 | 24 |
| | Combined | 403 | 231 | 57 | 79 | 20 | 93 | 23 |
| Combined | Male | 253 | 124 | 49 | 68 | 27 | 61 | 24 |
| | Female | 597 | 228 | 38 | 141 | 24 | 228 | 38 |
| | Combined | 850 | 352 | 41 | 209 | 25 | 289 | 34 |

*Note: All percentages are ROW percentages.

TABLE 2

Mean Rating of Specified Program Areas of STEP
According to Occupational Category of the STEP Graduate

| STEP AREA | OCCUPATIONAL CATEGORY | | | | | |
|---|---|---|---|---|---|---|
| | Secondary Teaching | | Education Related | | Non-Education | |
| | N | Mean | N | Mean | N | Mean |
| Stanford Program Overall | 348 | 3.84 | 202 | 3.81 | 284 | 3.73 |
| Internship Teaching Experience | 351 | 4.68 | 203 | 4.64 | 286 | 4.58 |
| Required Course Work in Education | 351 | 2.60 | 202 | 2.56 | 285 | 2.58 |
| Elective Course Work in Education | 193 | 3.17 | 85 | 3.31 | 107 | 3.24 |
| Required Course Work in Academic Area | 297 | 3.31 | 162 | 3.29 | 234 | 3.26 |
| Elective Course Work in Academic Area | 229 | 3.57 | 130 | 3.63 | 193 | 3.49 |
| Resident Supervisor's Assistance | 343 | 3.37 | 202 | 3.16 | 281 | 3.35 |
| Stanford Supervisor's Assistance | 347 | 3.74 | 198 | 3.44 | 283 | 3.44 |
| Curriculum Professor | 338 | 2.86 | 197 | 2.72 | 263 | 2.93 |
| Stanford Degree | 305 | 3.64 | 188 | 3.88 | 253 | 3.53 |

TABLE 3

Mean Undergraduate Grade Point Average of
STEP Graduates (1965-1969) in Each Occupational Category
(By Sex)

| Sex | Occupational Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Secondary Teaching | | Education Related | | Non-Education | | Occupation Combined | |
| | N | $\bar{X}$ | N | $\bar{X}$ | N | $\bar{X}$ | N | $\bar{X}$ |
| Male | 94 | 2.83 | 42 | 2.89 | 39 | 2.98 | 175 | 2.87 |
| Female | 209 | 3.11 | 100 | 3.00 | 142 | 3.09 | 451 | 3.08 |
| Combined | 303 | 3.01 | 142 | 2.97 | 181 | 3.08 | 626 | 3.02 |

TABLE 4

Mean GRE Verbal Scores of STEP
Graduates (1965-1969)* in Each Occupational Category
(By Sex)

| Sex | Occupational Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Secondary Teaching | | Education Related | | Non-Education | | Occupation Combined | |
| | N | $\bar{X}$ | N | $\bar{X}$ | N | $\bar{X}$ | N | $\bar{X}$ |
| Male | 91 | 586 | 41 | 607 | 36 | 610 | 168 | 590 |
| Female | 208 | 608 | 98 | 622 | 136 | 621 | 442 | 615 |
| Combined | 229 | 598 | 139 | 618 | 172 | 619 | 610 | 608 |

*Note: GRE was not an admission requirement previous to 1964; therefore, these data describe GRE performance for the 1965 through 1969 STEP classes.

TABLE 5

Mean GRE Quantitative Scores of STEP Graduates (1965-1969)* in Each Occupational Category (By Sex)

| Sex | Occupational Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Secondary Teaching | | Education Related | | Non-Education | | Occupation Combined | |
| | N | $\bar{X}$ | N | $\bar{X}$ | N | $\bar{X}$ | N | $\bar{X}$ |
| Male | 91 | 603 | 41 | 582 | 36 | 625 | 168 | 602 |
| Female | 208 | 543 | 98 | 531 | 136 | 545 | 442 | 541 |
| Combined | 299 | 567 | 139 | 546 | 172 | 562 | 610 | 558 |

*Note: GRE was not an admission requirement previous to 1964, therefore, these data describe GRE performance for the 1965 through 1969 STEP classes.

TABLE 6

Percentage of STEP Graduates Leaving Education Careers by Number of Years Out of the Program and Sex

| Number of Years Out of the Program | Total N for Percentage Calculation* | | Sex | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Male | | Female | | Combined | |
| | Male | Female | N | % | N | % | N | % |
| 0 | 253 | 597 | 30 | 11.9 | 72 | 12.1 | 102 | 12.0 |
| 1 | 210 | 500 | 8 | 3.8 | 66 | 13.2 | 74 | 10.4 |
| 2 | 179 | 390 | 12 | 6.7 | 48 | 12.3 | 60 | 10.5 |
| 3 | 141 | 305 | 3 | 2.1 | 18 | 5.9 | 21 | 4.7 |
| 4 | 100 | 217 | 5 | 5.0 | 18 | 8.3 | 23 | 7.3 |
| 5 | 79 | 144 | 3 | 3.8 | 0 | 0 | 3 | 1.3 |
| 6+ | 64 | 117 | 0 | 0 | 6 | 5.1 | 6 | 3.3 |

*Note: It was necessary to calculate the percentages using different N's for each level of the "Year Out" variable in order to guard against underestimations, e.g., Since the Career Patterns Survey was conducted in 1970, the 1969, class N could only be included in the "O" level of the "Year Out" variable.

TABLE 7

Three Most Frequent Reasons for Leaving Education
by the Number of Years Out of Training
(By Sex)

| Number of Years in the Classroom before Leaving | Sex | Reasons for Leaving | | |
|---|---|---|---|---|
| | | Most Frequent | 2nd Most Frequent | 3rd Most Frequent |
| 0 | Male | Returned to University | Military Service | Inadequate Salary |
| | Female | Returned to University | Did Not Like Teaching | Pregnancy |
| | | | | No Job in My Area of Education |
| 1 | Male | Military Service | Returned to Univ. | -------- |
| | Female | Pregnancy | Spouse Made Geographical Change | Got Married |
| | | | | Dissatisfaction with School Admistration |
| 2 | Male | Returned to University | Shift in Interest | Retired |
| | Female | Pregnancy | Spouse Made Geographical Change | Got Married |
| | | | | Returned to Univ. |
| 3 | Male | --------- | ---------- | --------- |
| | Female | Pregnancy | Frustration | Spouse Made Geographical Change |

TABLE 8

Percentage of Graduates in Each
Occupational Category According to
Age at the Time of Enrollment in STEP

| Age at Training | N | Occupational Category | | |
|---|---|---|---|---|
| | | Secondary Teaching % | Education-Related % | Non-Education % |
| ≤ 30 | 778 | 41 | 25 | 34 |
| 31-40 | 29 | 45 | 24 | 31 |
| 41-50 | 31 | 62 | 19 | 19 |

TABLE 9

Percentage of Graduates in
Each Occupational Category by Sex

| Sex | N | Occupational Category | | |
|---|---|---|---|---|
| | | Secondary Teaching % | Education-Related % | Non-Education % |
| Male | 253 | 50 | 27 | 23 |
| Female | 597 | 38 | 24 | 38 |

TABLE 10

Percentage of Graduates in Each
Occupational Category According to Their Marital
Status While Enrolled in STEP

| Marital Status During Training | N | Occupational Category | | |
|---|---|---|---|---|
| | | Secondary Teaching % | Education-Related % | Non-Education % |
| Single | 617 | 43.1 | 22.7 | 34.2 |
| Married When Applied | 163 | 42.7 | 27.4 | 29.3 |
| Married During Program | 64 | 18.8 | 29.7 | 51.6 |
| Divorced | 4 | 100.0 | ----- | ----- |
| Widowed | 4 | 25.0 | 50.0 | 25.0 |

TABLE 11

Mean Teaching Income by Type
and Setting of School

| Type of School | Setting | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Urban | | Suburban | | Rural | | Combined | |
| | N | $\bar{X}$ | N | $\bar{X}$ | N | $\bar{X}$ | N | $\bar{X}$ |
| Public | 27 | 10,167 | 278 | 9,889 | 21 | 8,762 | 326 | 9,839 |
| Private | 5 | 6,300 | 24 | 7,688 | 1 | 6,000 | 30 | 7,400 |
| Combined | 32 | 9,591 | 302 | 9,714 | 22 | 8,636 | 356 | 9,633 |

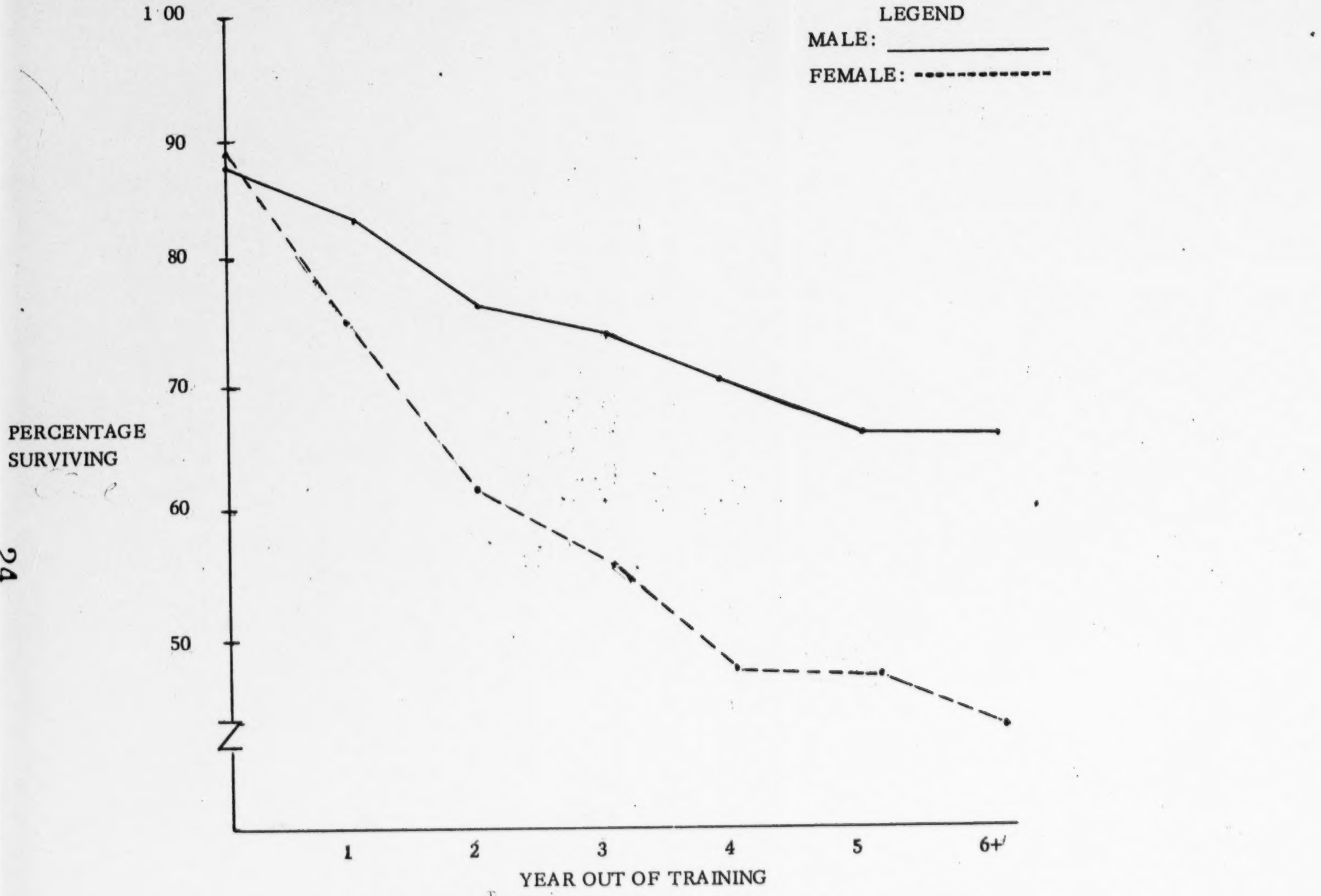


Figure 1. Projected Percentage of STEP Interns Remaining in Education by Year Out of Training and Sex

## APPENDIX I

EVALUATION OF THE STANFORD PROGRAM

A. In light of your own personal experience in the Intern Program, how would you rate the usefulness of each of these areas in preparing you to become a teacher or educator? Please rate them on a 1 to 5 scale, 1 being not useful at all and 5 being extremely useful.

5 - extremely useful
4 - very useful
3 - useful
2 - somewhat useful
1 - not useful at all

a. Internship teaching experience___
b. Required coursework in Education (i.e., ed. psych., sec. ed., gen. sem.)___
c. Elective coursework in Education (seminars)___
d. Required coursework in academic area___
e. Elective coursework in academic area___
f. Resident supervisor's assistance___
g. Stanford supervisor's assistance___
h. Curriculum professor___

B. How useful was the overall Stanford Teacher Education Program in training you to become a teacher or educator? (Same scale)___

C. How useful has the status of the Stanford degree been to you? (Same scale)___

APPENDIX II

REASON

travel
to raise a family or pregnancy
salary inadequate
dissatisfaction with attitude of school administration
fired
military
moved
could not find job in my area of Education
shift in interest
retired
returned to school for addional training/degree
health
got married
wanted to teach overseas
did not like teaching
frustration
only a temporary position
did not like that job
offered a better job
transferred
leave of absence
end of contract
needed time out to re-evaluate self vis-a-vis teaching
teaching load was too much